NATIONAL FARM AND HOME PROGRAM
(Land Grant College Series)

presented by

Oklahoma Agricultural and Mechanical College

10:30 to 11:15 a.m., C.S.T.
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at Stillwater, Oklahoma

Presented for the Association of Land-Grant Colleges and Universities in cooperation with the United States Department of Agriculture and broadcast by the National Broadcasting Company over the blue network of ninety-nine affiliated stations.

OKLAHOMA A. AND M. COLLEGE
STILLWATER, OKLAHOMA

THE CAST

Dr. Henry G. Bennett, President of the College
Administrative

Agriculture
- W. L. Blizzard
- Lippert S. Ellis
- Oliver S. Willham
- A. H. Kuhlman
- Horace J. Harper

Engineering
- Phillip S. Donnell

Home Economics
- Nora A. Talbot

Extension Service
- Ernest E. Scholl
- Norma M. Brumbaugh
- Margaret E. Heiser
- Samuel B. Schneider

Voices
- Leo Newsome
- Doc Strong
- Therlo McClure
- Clark Gray
- Evert Robinson

History and Introduction

ANNOUNCER:
The National Farm and Home Hour

BAND:
OAMC MARCH (MUSIC DOWN AND UNDER)

ANNOUNCER:
The National Farm and Home Hour comes to you today from the Oklahoma Agricultural and Mechanical College at Stillwater -- another in the series of broadcasts from Land Grant Colleges. As we open the program the college symphonic band plays one of the college marches written by the band director, Boh Makovsky -- the O.A.M.C. March

MUSIC: (UP AND TO FINISH)

ANNOUNCER:
Farm and home friends, Terry Martin, of the speech department is here to act as narrator and tell us how Oklahoma A. and M. College serves the state. Mr. Martin.

MARTIN:
Fifty years ago the territory of Oklahoma was opened for settlement. One of the first acts of the territorial legislature was to establish an Agricultural College and experiment station.

MUSIC: (UP AND UNDER)

VOICE 1:
1891; Oklahoma Agricultural and Mechanical College is established at Stillwater, Oklahoma, with 4 teachers and 45 students. Classes meet in a church building. (BUTTON)

VOICE 2:
1894; classes move from church to Oklahoma's first college building. (BUTTON)

VOICE 3:
1907; Oklahoma an Indian territory became the 46th state of the Union. A. and M. has 48 teachers and 579 students. (BUTTON)

VOICE 4:
1939; Oklahoma A. and M. now has 7,500 students, nearly one thousand in teaching, research and extension work, and six and a half million dollars in buildings and equipment.

MUSIC: (UP AND UNDER)

MARTIN:
So in a period of 48 years from its humble beginning, Oklahoma A. and M. College found itself the leading factor in agriculture in a state which in acreage ranks among the top eight in combined crops. In resources Oklahoma is rich in wheat, cotton, livestock, hay, corn, oats, fruits and vegetables, and sorghums. It ranks in top place in oil, natural gas, and gasoline, and is rich in glass, asphalt,

limestone. But as rainfall varies from 10 to 60 inches, and elevation varies from 400 to 4,000 feet above sea level, many problems confront the agriculture and industry of the state, and Oklahoma A. and M. College in its classrooms, laboratories and experimental farms is solving these problems.

VOICE 1:
The wind's blowing away my farm--what'll I do?

VOICE 2:
The boll weevils are taking my cotton, how can I stop them?

VOICE 3:
Is this water too hard for my factory's use?

VOICE 4:
How much livestock should I try to raise?

VOICE 5:
What's wrong with my alfalfa?

MARTIN:
And, how is Oklahoma A. and M. answering these questions?

(FAN FAIR)

ANNOUNCER:
Agriculture

MARTIN:
The research and teaching in agriculture at the Oklahoma A. and M. College helps the farmer find ways to meet changing conditions. Over in the office of W. L. Blizzard, dean of the division of agriculture, that subject is being discussed. Around the dean's desk are Lippert S. Ellis, in charge of research; Oliver S. Willham, in charge of teaching; Horace J. Harper, of the agronomy department; and A. H. Kuhlman of the dairy department. Ellis is speaking.

ELLIS:
You know, the way it looks to me, research is a way to help farmers make a living even when conditions force them to do it in new ways. Erosion's a good example. Up to the time Oklahoma was settled, farmers could meet change by moving to a new frontier. But nowadays when a farmer's land is cropped out or washed away, he can't move somewhere else. He has to make a go of it where he is. He either must keep his soil fertile, or else rebuild it. Is that the situation, Blizzard?

BLIZZARD:
Yes, but not many of us realized it until the experiment station made that survey of erosion in 1929. What about it, Harper?

HARPER:
No, that survey surprised a lot of us. And we might have waked up too late if it hadn't been for a few men like Carl Blackwell. If he hadn't been dean then, that survey probably wouldn't have been made. It indicated that about half the cultivated land in Oklahoma was rapidly losing its fertility by erosion.

ELLIS:
That was pretty much of a shock to everybody in the state.

HARPER:
It was pretty much of a shock to people all over the country. They knew Oklahoma had been cultivated only a generation. In some of the older regions it had happened so slowly it was hardly noticed.

WILLHAM:
At that, there were plenty of people who didn't like it. I imagine Dean Blackwell had to explain many objections before he got that survey project through.

BLIZZARD:
Not as much as he did on the dairy department's cottonseed meal project, did he Kuhlman?

KUHLMAN:
I guess not. He certainly had a battle then.

WILLHAM:
I hadn't heard about that.

KYHLMAN:
Well, you know at that time everybody thought there was a poison of some kind in cottonseed meal. (FADE OFF) Whenever the ration contained a very large quantity of cottonseed meal, the cattle were likely to show. . . (TURN HEAD TO FADE)

MARTIN:
The story Kuhlman tells is a dramatic one. It began with scenes like this. A dairy farmer has called in his veterinarian, and they stand in the backyard, looking at the herd.

FARMER:
Doc, every one of those cows is going blind. There's two in the barn that are down. Beats me.

VET:
Going blind, eh? How did these two in the barn act?

FARMER:
Well, they sorta had fits. Twitched and kicked some.

VET:
Let's take a look at this one. Her coat looks pretty rough. Hm-m-m. Her joints are swollen, too. When did you notice this?

FARMER:
Oh, about two days ago, maybe. But they've been kinda off feed for quite a while.

VET:
How are you feeding them?

FARMER:
Well, I've been using up some hay I had left over from last year.

VET:
Don't they get something besides hay?

FARMER:
Oh, sure. I picked up some cottonseed meal, I've been giving 'em plenty of that.

VET:
That's your trouble. Cottonseed meal! There's some kind of poison in that stuff. You can feed a little bit of it, but . . .

FARMER:
But doc, it's cheaper than any other feed I can get. And they tell me it's got lots of protein in it.

VET:
That's right. But you can tell by looking at your cows that it's got a poison of some kind in it, too. You know, it would be pretty fine if somebody could figure a way to take the poison out.

FARMER:
It sure would. Some of those experiment station fellows ought to work on that one.

MARTIN:
Experiment station men did work on that one; and brought on the battle which Dr. Kuhlman mentioned. A delegation of cotton men protested.

VOICE 1:
Blackwell, we hear the experiment station is testing cottonseed meal.

BLACKWELL:
Yes, We're feeding it to some Jersey heifers, trying to see what we can find out about this poison it's supposed to contain.

VOICE 2:
It's all right if they don't try to feed too much of it. Why not leave well enough alone?

VOICE 3:
You fellows have made cottonseed meal sound bad enough already.

VOICE 1:
You'll be hurting the whole state; cotton's our big crop.

BLACKWELL:
Well now, the truth about this matter will be best for everyone. If we can find this poison, we may be able to counteract it. We must go on with this project.

VOICE 1:
We'll get your job for this.

VOICE 2:
We'll go clear to Washington.

VOICE 3:
This has got to be stopped.

MARTIN:
But it wasn't stopped. Those Jerseys went right ahead eating cottonseed meal, and being healthy. They failed to die, or even become ill. Experiment station dairymen and chemists were puzzled, but they were also hopeful. If they could find out why those heifers showed no signs of poisoning, they would know how to feed large quantities of cottonseed meal safely. -- Dr. Kuhlman has reached that point in his story . . .

(FADE IN)

KUHLMAN:
We kept working for several years, but it had us bothered for quite a while. We were feeding each one of those heifers enough cottonseed meal to kill a half dozen of um, they didn't show a sign of the so-called cottonseed meal injury.

WILLHAM:
How did you finally figure it out?

KUHLMAN:
We found out from the agricultural chemists how to give a cow a case of cottonseed meal injury.

WILLHAM:
How was that?

KUHLMAN:
Just take the hay out of her ration.

WILLHAM:
Hay?

KUHLMAN:
Yes. Hay. Work at North Carolina suggested it. And by switching rations, we proved that as long as a cow got plenty of good green hay we could feed her all the cottonseed meal she'd eat. It wasn't something in the meal; it was something left out of the ration.-- By the way, Ellis. We're about ready to publish final results on that work.

ELLIS:
Fine. That's the important part of experiment station work: getting the results out to the farmers and others who can use the information.

BLIZZARD:
The extension division is putting it out already, of course; and we're still getting lots of letters about it. They take a lot of time to answer, too.

ELLIS:
We need to get it into a bulletin; we can use those to answer most of the letters.

BLIZZARD:
Farmers' Week will give us another chance to tell about it, and it's already been used in Dairy Day programs. That reminds me, Harper. How's Agronomy Day going?

HARPER:
Fine. I'm going out right after we're through. There are several hundred visitors going around the farm right now.

KUHLMAN:
How do you handle so many. Do you divide the visitors into groups?

HARPER:
Yes. That gives everybody a chance to ask plenty of questions. And when you take one of those groups around you'd better have the answers . . (FADE OUT)

MARTIN:
Even if Dr. Harper can't go out to the farm for Agronomy Day, we can. While the conference is being concluded let's join one of the groups of visitors on the experiment station farm. (SUBDUED CONVERSATION) They are just approaching the plot where a new variety of winter oats is being introduced.

VOICE 1:
Winter oats? I wonder if they'll work this far north?

VOICE 2:
Gosh, me too. Let's get up close and hear what he's got to say about them.

GUIDE:

These winter oats have been tested in small plots and we are now increasing them to the point where seed will soon be available for distribution. They mature about two weeks ahead of spring-planted oats, so they usually escape damage by hot, dry summer weather.

VOICE 1:
How about the winter-killing?

GUIDE:
In the five years we've tested them, there were two years when it might have been necessary to plant spring oats as a catch crop. However, if they do winter-kill, you still have a chance to plant a crop in the spring.

VOICE 2:
What kind of pasture do they make?

GUIDE:
Good. It's possible that they won't stand as much pasture as wheat, but it is much more succulent and cattle like it better.

VOICE 3:
Say, that'd be something. Pasture in the spring and a feed crop for next winter, all on the same land.

VOICE 1:
How's the grain yield?

GUIDE:
We believe they'll average about ten bushels an acre better than spring oats. Maybe a bit more than that.

VOICE 2:
Are they as good a feed as spring oats?

GUIDE:
Better. They have less hull than spring oats.

(FADE OUT)

VOICE 3:
Sounds like a pretty good thing to me; I ought to be able to make pretty good use of those. . . .

MARTIN:
So Oklahoma A. and M. marches on helping the farmer to find ways to meet new conditions, by answering his questions and helping him to solve his problems. -- Proving that science can serve agriculture. (APPLAUSE) (ORGAN UNDER)

ANNOUNCER:
The college A Capella Choir, under the direction of Paul Klingstedt, sings "The Choribum Song."

MUSIC:
(UP)
(APPLAUSE)

ANNOUNCER:
Home Economics.

MARTIN:
Another part of Oklahoma's land-grant college is the school of home economics. Pioneering in this field in the state and the one who has been actively progressive in advancing modern home-making trends is Nora A. Talbot, Dean of the school of home economics. Miss Talbot, lets speak of your work. How did it get its start?

TALBOT:
It started early, Mr. Martin, by Oklahoma requiring in its original state constitution that domestic science, as it was called in those days, be taught in the eighth grade of all schools and that all teachers be required to pass a domestic science examination before receiving certificates. Home Economics had its inception here in this college in 1900.

TALBOT:

Our home economics training is similar to that of other land-grant colleges. Courses are designed to prepare students for personal, home, and community life and for a vocation if they choose one. To this end, teaching and research is carried on. Those informed use this to conserve and improve family life.

MARTIN:

For instance?

TALBOT:

Here's one example. Several land-grant colleges in the middle west, including this one, are making a study of the health of college women in relation to their diets. We want to find out if there is any connection between the soil, climate, and other conditions which will affect their health. This will help us plan better live-at-home programs for farm families and will serve as a guide in food production and conservation. Then other research is being done in textiles. Through this we hope to help the consumer do more intelligent buying.

MARTIN:

What's this I've heard about home economics for men? Isn't that rather startling?

TALBOT:

Perhaps to the world, but not to us. Our college men are asking for their share of home economics. They want information for personal improvement and for home membership. To satisfy them we offer three elective courses. Two hundred men are enrolled. We must be meeting their needs for during the last fourteen years over 4,000 have finished the course. The girls say, "That's 4,000 better husbands and better citizens of our state."

MARTIN:

We really see the value of such work, Miss Talbot. And now, what about your youngest students and the nursery schools?

TALBOT:

Our nursery school provides a three-fold training: That for the pre-school children, that for the college girls, and for parents.

MARTIN:

I understand you provide further practical training in the home management houses.

TALBOT:

Indeed we do. In the home management houses seniors live for several weeks to apply their knowledge to the actual management of a home. Here they take the duties of housekeeper, cook, assistant cook, mother who cares for a baby, hostess, and business manager. I'd also like to mention that this is one college of the Southwest which is offering home economics courses in methods and training for rural extension service. This service reaches the homes in every county.

MARTIN:

What happens to your girls after graduation?

TALBOT:
Mr. Martin, this is where we make a great contribution to the people of the state. Naturally our school trains every girl for homemaking. Yet because of the breadth and scope of home economics work the graduates are able to serve in many vocations. Some are teachers. Others are extension workers, dietitians, commercial demonstrators, designers, nursery school directors, home advisors, and the like. Above all, in whatever field they find themselves, they are prepared for higher and finer living.

MARTIN:
Thank you Miss Talbot.

(APPLAUSE) (ORGAN UP AND INTO NEXT SECTION)

ANNOUNCER:
Engineering.

MARTIN:
Another function of the land-grant colleges is engineering, so we need to hear from Dean Philip S. Donnell of the division of engineering.

DONNELL:
Yes, you're right, Mr. Martin, engineering has a real place on a farm program as it is a farm and home subject, as well as Agriculture and Home Economics.

MARTIN:
I always thought engineering was primarily interested in industry -- big factories, and all that.

DONNELL:
It is, in part. But those factories manufacture things for farms and homes: such as tractors, electrical equipment, automobiles, and furniture. And we are working out new ways of building homes, too. Research Professor Kirkham is developing a way to build substantial houses at low cost by using ordinary earth for walls.

MARTIN:
That sounds like adobe.

DONNELL:
It is, in a way. But Mr. Kirkham's blocks are chemically treated to prevent disintegration in moist climates. They are more like concrete blocks.

MARTIN:
Isn't that almost revolutionary?

DONNELL:
It's too early to tell about that, yet; there are still some questions to be solved. But there's another piece of research which is really bearing fruit; the wind-electric generator.

MARTIN:
I take it you mean the windmills with the airplane propeller which every farmhouse seems to have nowadays?

DONNELL:

Yes. Some of the early research on wind-electric generators was done here at Stillwater. It proved definitely that the wind can be harnessed to make enough electricity for farm homes, at least in the Plains region.

MARTIN:

That's another way of conserving natural resources! Conserving the wind, isn't it?

DONNELL:

Yes, it is. But sometimes there's more wind than we can use.

MARTIN:

I suppose you mean when we have dust storms?

DONNELL:

That's right. And because of these many engineering graduates are now in soil conservation work, helping prevent erosion by wind and water. In Oklahoma, however, the greater number of our students go into petroleum production or refining --and quite naturally, since oil is Oklahoma's greatest industry.

MARTIN:

That's another field where conservation of natural resources is needed.

DONNELL:

Certainly. And engineers contribute by finding ways to get all the oil to the surface and to get the most out of it in the refinery.

MARTIN:

How about water? Don't the engineers help conserve that, too?

DONNELL:

They certainly do. Building dams for flood control, irrigation, and water conservation is a typically engineering job. But our work has gone further than building dams. Just now the engineering experiment station has finished a report on the chemical content of Oklahoma's water supplies; some three thousand samples of water which give a complete picture of the water resources of the state.

MARTIN:

That should be pretty useful.

DONNELL:

It will be. With that information available, new industries seeking locations can find out just exactly what equipment they must install to adapt their boilers and processes to the available water supply. Another such instance was our survey of the deposits of clays and shales of the state. This survey shows which of some 350 deposits could be used for building materials and which for other purposes. Surveys are as much a part of engineering as is construction. Conservation means wise use; and to use our resources wisely we need to know just what they are. Engineering surveys give us the facts.

MARTIN:

That you, Dean Donnell.

(APPLAUSE)

(ORGAN TRANSITION UP AND INTO NEXT SECTION)

ANNOUNCER:
Professor Boh Makovsky directs the symphonic band in "The World Is Waiting For The Sunrise."

MUSIC:
(UP)

(APPLAUSE)

ANNOUNCER:
We pause briefly for station identification. You are listening to a land grant college presentation on the National Farm and Home Hour, coming to you from Stillwater.

We continue, the National Farm and Home Hour comes to you from Stillwater. Extension Division.

MARTIN:
We have just heard about the teaching and experimental work in the college. Now we are going to see how information on the conservation and utilization of natural resources is carried to the people of the state. Since 1808 the Extension Service of the college has been taking this information to the farms and homes. We now look in on Mr. Ernest E. School, director of the service, who has stopped by a field to visit one of the many farmers in Oklahoma.

SCHOLL:
Marshall, you certainly have fixed up this place since I was here last.

JOHN:
(MODESTLY) Well, I guess I have been fixing around a little.

SCHOLL:
I'd say it's more than a little; remodeled house, new farm buildings, fences. You've got a pretty nice farm here now. That's a fine looking pond down there.

JOHN:
It's a new one. I been buying more cows and the old pond wouldn't hold enough water to last all summer.

SCHOLL:
Are those cows there by the barn all of your herd?

JOHN:
No, No I got some more over on the south 40. The county agent got me to keeping milk records on those old cows I had. After about two years I found out that buying and feeding just any old cow in any old way just wouldn't work. I sold my scrubs and now I've got 20 pure bred cows and a bunch of calves.

SCHOLL:
Uhuh - and I notice you have a new granary and barn.

JOHN:
Yah, I had to enlarge somewhere to store my crops, so I just built some more instead of patching up the old ones.

SCHOLL:
You mean the old granary and barn wouldn't hold um. I didn't know you had rented more land.

JOHN:
I haven't, I just started paying some attention to what I had. See off down yonder; that stand of wheat. Two years ago that place wouldn't even grow hog weeds. I sent some of my soil up to the college and had it tested. They said I needed some lime so I put it on and look at it now. Course I had to terrance that side hill to keep it from washing out.

SCHOLL:
Have the Soil Conservation men helped you any in this work.

JOHN:
Sure, what they been telling me about building up the land for the past years has finally begun to take on a new meaning.

SCHOLL:
Oh, Oh, there's a grasshopper over there on that fence post. Are they going to bother you much this year?

JOHN:
No, there's not very many. I already notified the county grasshopper committee. They are bringing me out some poison tomorrow morning to spread around.

SCHOLL:
Is your crop insured in case the hoppers get out of hand?

JOHN:
Yeh, I got it insured last fall when the Triple A man was here. (PAUSE) Look right over there, Mr. Scholl, look over west of that big cottonwood. There's the rest of my cows. I got them down on that piece of land that I used to try to farm. You know I seeded it to grass and now I save more feed bill that way than I grew cultivating it.

SCHOLL:
Well that's using your head. Say, you certainly got a nice flock of chickens there.

JOHN:
They're the result of my keeping egg records. The Extension poultryman finally convinced my wife and me that we were wasting our time on the flock that we had.

SCHOLL:
If I recall rightly, I don't see how you could have expected anything.

JOHN:
Well your right, but you know we've been raising them under your Grow Healthy Chick Program lately. And, the wife's selling enough to almost take care of her household money.

SCHOLL:
You know, Marshall, with crops as bad as they were last year, it surprises me to see you making such a go on this farm. You certainly have proved that a farmer operating under the best methods will make a living regardless of the conditions of the year.

JOHN:
Guess you're right. The Extension Service and those other agencies that tell about their methods of farming have helped me quite a bit. I'm glad I caught on to that stuff when I did. If I hadn't I guess I would still be trying to farm without a chance. I have always wanted to fix up my place but I never could get the money to do it.

(FADE)

MARTIN:
And now we look in on Miss Norma M. Brumbaugh, state home demonstration agent, as she enters the cellar of the Marshall home.

BRUMBAUGH:
Hello, Mrs. Marshall.

MARSHALL:
Hello, Miss Brumbaugh. Come in. I haven't seen you for months.

BRUMBAUGH:
My, my, all those jars look to me as though you've had a busy week.

MARSHALL:
Yes, I've been canning all week. I've got to get these beans put away before I start in on the beets.

BRUMBAUGH:
My, and what a nice storage cellar you have.

MARSHALL:
Yes, since we remodeled it, these shelves and bins easily take care of all our stored foods. You see, I can the budget for the family and then can some more to sell.

BRUMBAUGH:
You do an extra good job. When did you do your first canning?

MARSHALL:
Well, let me see. My mother joined a home demonstration club in the fall of 1919, almost 20 years ago, and I used to help her some. You ought to hear about the canning she did when she was first married. It was principally pickles, relishes, and preserves. Dad thought he could survive on a diet of potatoes and meat, and she was foolish enough to pamper him, but I have John started out right. But, come on, let's go upstairs. I've something to show you.

BRUMBAUGH:
All right. Doesn't your food preservation work mean a lot to you in dollars and cents? Or have you ever figured it?

MARSHALL:
Yes, when I finished my home account book for last year, I found that our canning budget alone was worth $419.

BRUMBAUGH:
Isn't that fine? $419 added to the family income.

MARSHALL:
But here is what I want you to see. We've redone the kitchen.

BRUMBAUGH:
Why Mrs. Marshall, it's lovely. Those refinished walls and woodwork make it so much lighter and your work must be easier with the working space arranged in units. I know you're proud of it.

MARSHALL:
I am. But speaking of being proud, come here in Jane's room. You know, she's my little sister who is staying here this year. She's a fifth year 4-H Club girl, and has started a room improvement project. The child is working pretty hard, but she is doing a mighty fine job.

BRUMBAUGH:
It certainly is attractive, and she is doing a mighty fine piece of room improvement work. But what about your boy? He's old enough for club work, isn't he?

MARSHALL:
Yes, he has a pen of Chester Whites from the same line as the barrow down in Custer County. You know, the winner of the grand championship at the Interstate Junior Livestock Show at the World's Fair in San Francisco last month. He has several other projects started, too, and they are giving him some mighty good training.

BRUMBAUGH:
Well, that's fine. You have every member of the family working on some project. By the way, you have a family council plan working too, haven't you?

MARSHALL:
Yes, we have. We worked out a clothing budget for the family and I believe now that the children understand how we divide the money. We don't want them to ever feel that each one isn't getting his share.

BRUMBAUGH:
That's the reason so many families praise the council plan. It works on all family problems. But, my, it's getting late, and I must go. I hope it's not so long before I see you again.

MARSHALL:
So do I, Miss Brumbaugh. I'd like to have you see our community project.

BRUMBAUGH:
What is it?

MARSHALL:
Oh, we're improving the school yard, and did I tell you that I joined a group of mothers of preschool children here in the community to study children and their development?

BRUMBAUGH:
No, you didn't. How do the women like the idea of planning together for the benefit of everybody?

MARSHALL:
Miss Brumbaugh, that's the best thing that's happened in years. The women have all gotten to know each other and to understand each other's problems. We have the common objective of wanting our community to be a better place in which to live and bring up our families.

MARTIN:
It is this desire and spirit, this cooperation, that is aiding the Oklahoma A. and M. College, through its departments, to solve the problems and answer the questions of the states industry and agriculture.

(APPLAUSE) (ORGAN TRANSITION)

ANNOUNCER:
The A Cappella Choir directed by Paul T. Klingstedt, sings "O Holy Lord".

MUSIC:
(UP)

(APPLAUSE)

MARTIN:
In previous scenes of this broadcast we have heard of the work of the various departments in the utilization and conservation of the resources of the state. The one man most familiar with all phases of this work is Dr. Henry G. Bennett, now completing his eleventh year as president. No one is better fitted to give us a summary of this work.

Dr. Bennett: (APPLAUSE)

BENNETT:
The contribution of the land grant college to the conservation of the national resources may be best pictured by a brief resume of what it has been doing every

since the first county agent was employed in 1908. The Oklahoma Agricultural and Mechanical College has taken the results of the experiment station directly to the farmers through men and women trained in its own class rooms. In this manner the work of the experiment station and its staff and the Extension workers is coordinated and made available to agriculture for demonstrations. More than thirty years we have assisted farmers in conserving their soil through terracing, establishment of pasture, and other erosion control methods. Many helpful hints were given Oklahoma's farmers before the Smith-Lever Act of 1914 set up the federal-state extension service in cooperation with the college. County agents' records show that 22,000 acres of land were terraced in 1921 through the assistance of county agents. This acreage increased annually until in 1938 a total of 310 thousand acres were terraced.

In 1937 the Oklahoma legislature provided for cooperative battling of soil erosion by passing a soil conservation districts law and making legal districts for erosion control, each under the direction of five farmer-supervisors. Since the passage of this law, a total of 30 legal districts have been set up covering more than 14,000,000 acres of land.

Many counties have undertaken county-wide terracing and soil conservation programs in which leading farmers and business men have joined hands to terrace all farms in the county. One of the most recent efforts of Oklahoma Agricultural and Mechanical College has been to assist in conserving the State's natural resources through coordinated effort of all agencies having to do with land use. At the present time land use programs have been set up in 15 counties.

Then, of course, the College is making a contribution to the conservation of natural resources through the training of technical specialists in the various fields. Such formal education of leaders is needed because of the rapid progress of science and its application to the production and marketing of commodities, because conservation is a national and not a local problem and can only be achieved through the cooperation that is spread through social understanding, and because scientific advance has reduced labor hours in required production and hence requires that the agriculturist keep abreast of the times.

Such practices as these described this morning on this program are typical of what Land-grant colleges throughout the nation are doing to conserve, control, and multiply our natural resources. No more significant work is being done to solve the social and economic situation in which this nation finds itself. We have manifestly reached the point in the history of our country where a sensible management of our resources is required, is mandatory. In this the land-grant college leads the way.

MARTIN:
Thank you, Dr. Bennett. (APPLAUSE)

ANNOUNCER:
We close todays broadcast with the band playing the "180th Infantry March".

MUSIC: (UP)

ANNOUNCER: (MUSIC UNDER) So we conclude another in a series of land grant college programs, presented on the National Farm and Home Hour today. This broadcast came to you from the auditorium on the campus of the Oklahoma A. and M. College in Stillwater, Oklahoma. This is Perry Ward speaking, this broadcast came to you through the National Broadcasting Company.